DEPARTMENT OF THE ARMY
UNITED STATES ARMY INTELLIGENCE AND SECURITY COMMAND
ARLINGTON HALL STATION
ARLINGTON, VIRGINIA 22212

REPLY TO
ATTENTION OF

IAPER-CP

31 May 1988

INTELLIGENCE COMMUNITY INFORMATION REQUEST
TRAINING AND CAREER DEVELOPMENT

Training and Development and Career Management in the Department of the Army operate from both a centralized and decentralized approach. The majority of training takes place in the decentralized structure of the Army commands, activities and installations.

The exceptions to our standard decentralized approach to training is the centralized handling of long-term training (training for longer than 120 days). This is handled by the U.S. Total Army Personnel Agency, Alexandria, Virginia. Funding for the centralized training is also handled centrally with the competition for these training and development opportunities submitted through command channels on an all Army-wide basis. Typically there are no quotas issued by discipline for the centrally managed training and development. Training goes to those that need it the most and will make the best use of it upon returning.

Attached to this submission are the training and development policy, procedure and regulations covering all Department of the Army employees, including excepted service intelligence employees.

Also attached is one command's response of its headquarters' work force to all the statistics. It is impossible to query all 200 plus servicing civilian personnel offices to obtain specific training data for intelligence personnel in Department of the Army. The stats only provide an indication of that for all of Army intelligence.

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TRAINING--POINTS TO BE DISCUSSED

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1. Discuss the organization and management of each agency's training program. Within the larger organization (agency), is there a single central provider of training? If more than one element provides internal training courses, describe the training functions of each such provider. (Organizational charts?) How are the training functions of the different providers coordinated? Give examples of coordination. If only external providers are used, how are the organization's training requirements levied on that provider? Examples.

There is no single, central, provider of training for the employees of our organization. There is however an office, the mission of which is to serve as 1) a central **clearinghouse** of training needs ("needs" in, "most cost-effective" sources out); 2) a **regulatory review authority** of formal requests (DD 1556) for training; 3) **a coordinator** of efforts to meet training needs, and 4) **a provider** of some internal, on-site courses, primarily mandated by regulations or identified by management.

Formal training is provided by a variety of sources which are levied by this central office. The most commonly used are listed below:

a. Military service schools (listed in DA Pam 351-4).

b. DMET/DOD Schools (listed in DOD Directive 5010.16-C).

c. Interagency Schools: Office of Personnel Management (OPM); General Services Administration (GSA); National Security Agency (NSA); Foreign Service Institute (FSI); Executive Seminar Center (ESC); Equal Employment Opportunity Commission (EEOC).

d. Courses sponsored by the Installation's Education Center, the Information Center, and the Civilian Personnel Office (CPO).

e. Non-Government Sources: manufacturers; commercial training institutions; private professional organizations; universities and colleges.

Training requirements are levied on the provider by use of a DD 1556, Request, Authorization, Agreement, Certification of Training and Reimbursement. The only exception to this are formal, designed-for-agency courses purchased through contracting procedures from non-Government sources.

2. Within the organization (agency), who decides what training is needed by employees? How do the training decisions relate to different occupational groupings of employees? Who determines which training courses will be offered? What changes are envisaged in the organization and management of the training program as described above?

Within the organization, each supervisor initially determines the training needs of their subordinates with each subsequent level of supervision determining the priority of all needs identified. Within the career programs, established development plans and input by activity Career Program Managers help identify training requirements which must be addressed by supervisors.

The on-site providers, i.e., CPO Education Center, Information Center, Directorate of Plans and Training, determine the on-site training courses which will be offered based upon the identified needs..

One major change envisaged for the management of the training program is the eventual consolidation of military and civilian training offices.

3. Who makes the decisions on priorities when resources are not sufficient to meet all the training needs of the organization (agency)?

When resources are not sufficient to meet all the training needs of the organization, several steps are taken to ensure the prioritization of training beginning with the first-line supervisor through the chain of command. An installation Training Committee may also be called upon to make recommendations to the Commander. When financial resourcing is critical, the Commander, himself, may make determinations on mission-essentiality.

4. What are the current missions as understood by the training element(s) of the organization (agency)? Characterize the contribution which training is now making to the accomplishment of current missions. Does this contribution vary from mission to mission and/or from one part of the organization to another? How? Give examples.

Current missions as understood by the training elements are primarily one of intelligence analysis with significant functional support missions, e.g., secure communications, automation, logistics, personnel, resource managing, personnel security, etc.

The contribution which training is making can be characterized as productivity and quality enhancing. There is no variation in contribution from mission to mission.

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5. Describe the training curriculum in terms of major groupings of courses, indicating their relationship to current missions.

The on-site training curriculum provides supervisory training, computer training, and meets special needs, e.g., SQL Application Programming, Security in Automated Systems, etc. Mission training is normally off-site requiring either in-and-around travel or TDY.

6. As understood by the training element, what are prospective changes of mission (a year or three years or five years out)? How are these changes in mission going to be reflected in the training curriculum (give examples)? What can be said about the contribution which training will make to the accomplishment of future missions?

There are no changes in mission anticipated. Training will make significant contributions in terms of a highly motivated and competent workforce. Additionally, significant accomplishments in mission assignments should result.

7. Apart from changes in the missions of the organization, what other developments are likely to impact over the next three to five years on the training curriculum? Examples.

Three other developments are likely to impact the training curriculum over the next three to five years, i.e., the implementation of the Intelligence Personnel Management System (IPMS), the Army Civilian, Training Education, and Development System (ACTEDS), and the Army Civilian Personnel System (ACPERS).

ACTEDS is a system for ensuring planned development of the civilian workforce through a blending of progressive and sequential work assignments and formal training. The objectives of ACTEDS are to provide the work force with a multidisciplinary understanding of Army mission requirements, enhance minimum essential technical skills, and develop managerial competencies required by Army's future leaders.

ACPERS is basically the automation of the civilian personnel management functions which will result in greater productivity and quality of reporting and evaluation on training.

8. Who determines the amount of resources to be devoted to training? How are trade-offs made between training requirements and available training opportunities when there is a conflict? Who determines whether training should be provided by in-house staff, by hiring a vendor on an in-house basis, or by sending students to external training?

Resourcing of training is primarily determined by the Resource Management Office in light of available funds and manpower authorizations. Trade-offs between training requirements and available training opportunities are made through a conscientious analysis of the priority of training requirements and a probabilistic projection of the availability of additional resourcing to meet deferred needs. Within Army, a qualified Employee Development Specialist has the final authority to determine the source of training based upon resources, an analysis of need, content and cost-effectiveness of training.

9. How are selections for attendance in training made? Is attendance in some courses required (mandated) for new employees or for assignment to certain positions (give examples, relating to curriculum discussed above)? Are organizational allocations (quotas) used for apportion attendance at courses? Is attendance in some courses on a "cafeteria" (self-enrollment) basis (identify which ones)? What change is foreseen in the way attendance in training is decided?

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Selections for attendance in training is made by the first-line supervisor. Attendance is mandatory at very few courses. Specifically required is a 40-hour Basic Supervisory Development course for new civilian and military supervisors within six months of assignment to a supervisory position; a 4-hour Prevention of Sexual Harassment for supervisors; a 4-hour Military Personnel Management for Civilian Supervisors; and a 4-hour Windmills (changing attitudinal barriers against hiring the handicapped) training course for supervisors. Occupationally, the career programs identify required functional courses, e.g., Basic Training and Development for Employee Development Specialists, Intelligence Analyst Course for Intelligence Specialists, Basic Contracting for Contracting Specialists. Organizational allocations for DMET and DA courses are required. Attendance for on-site courses are on a "cafeteria" basis.

One major change is foreseen in the way attendance in training is decided and that is, with the implementation of more automated systems, training will occur in a more prescribed, planned, and systematic way.

10. If some courses are "required," is there a mechanism for waiving attendance or for certifying equivalent skills via testing? Give examples. Who makes waiver decisions (give examples)?

For required courses, there is typically a mechanism which allows for the consideration of equivalent training or experience. The Commander has final authority.

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11. How is attendance at external training courses decided? Is there a central coordinating mechanism? For which external courses? Examples. Who budgets for external training?

Attendance at external training courses are decided in the same manner as for internal using the same central coordinating mechanism. The same office budgets for external training.

SCHEDULE A

TRAINING BY LOCATION DURING FY 1987

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(Organization)

	Number of Enrollments	Time Spent In Training (1)	Average Days Training Per Employee (2)	Costs (3)
Subtotal, training conducted inside the organization (4)	327	1962 days (9 yrs)	2.0 days	1.0K
Subtotal, training conducted outside the organization	846	3843 days (17 yrs)	3.8 days	334.1K
TOTAL, TRAINING	1173	5805 days (25 yrs)	5.8 days	335.1K

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(1) Give in days or years; 230 days equate to one year. For part-time training, double the time spent in classroom instruction and convert to days using the standard eight-hour workday.

(2) Divide organization workyears during the fiscal year by the total time spent in training.

(3) Dollars in thousands; use budget figures.

(4) Attendance only in formal courses; do not include on-the-job training.

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SCHEDULE B

TRAINING BY TYPE DURING FY 1987

(Organization)

	Number of Enrollments	Time Spent In Training (1)	Average Days Training Per Employee (2)	Costs (3)
Subtotal, Management and supervisory training	146	322 days (1 yr 92 days)	3.2 days	0K
Subtotal, executive development training	57	254 days (1 yr 24 days)	2.5 days	27.5K
* Subtotal, mandated skills training (4)				
Subtotal, training not in other subtotals	970	5229 days (22.7 yrs)	5.2 days	307.6K
TOTAL, ALL TYPES OF TRAINING	1173	5805 days (25 yrs)	5.8 days	335.1K

(1) Give in days or years; 230 days equate to one year; for part-time training double the time spent in classroom instruction and convert to days using the standard eight-hour workday.

(2) Divide organization workyears during the fiscal year by the total time spent in training.

(3) Dollars in thousands; use budget figures.

(4) Indicate by separate noting if mandated skills training includes management and supervisory or executive development training.

*The only mandated skills training provided is the management and supervisory training.

SCHEDULE C

RESOURCES DEVOTED TO TRAINING AND CAREER DEVELOPMENT DURING FY 1987

(Organization)

	Total Staff Years	Staff Years Per 100 Employees
Staff assigned to training and career development activities	4.2	.42

CAREER DEVELOPMENT--POINTS TO BE DISCUSSED

1. Describe the organization's current career development program, explaining the substance of the program, indicating its different activities (training, career counselling, changes of assignment for development purposes or for career change purposes, preference testing, career planning, occupational handbooks or manuals, etc.) Which organizational element has overall management responsibility for career development? What other organizational elements participate in the conduct of the program; what are their responsibilities? How are the various parts of the program coordinated? Describe variations in the program by occupational family and by different parts of the organization.

Enclosed for your information is the Army Regulation (AR) which governs the Army civilian career programs. Not included but available are a series of Army Regulations (most of which are in the process of revision for eventual inclusion as chapters within this AR 690-950) pertaining to those occupational groups not yet included in the edition of the basic AR.

2. Does the organization (agency) have separate career ladders for supervisory/management/executive personnel and for subject matter experts? Identify and describe the occupational or organizational groups for which separate tracks now exist. Identify and describe separate tracks which are planned.

There are not separate career ladders for supervisory/management/executive personnel and for the subject matter experts.

Table D-1, page 57 of the AR addresses the 23 occupational groups for which separate career tracks exist.

3. Given the current systems and changes that are planned, how will the system work when it is fully functioning? How will decisions be made in event of conflict between career development aspirations of the employee and organizational needs?

The system will work as defined in final publications. In the event of conflict between career development aspirations of the employee and organizational needs, organizational needs always prevail.